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HINTS FOR BEGINNERS IN TEACHING.

(We were about to commence an article to "beginners" in teaching, when our eye rested on the following excellent remarks from the pen of our friend A. P. Stone, one of the Editors of the Mass. Teacher. We commend his hints to our readers. They are excellent and opportune. RES. ED.)

THE season is near at hand when a new term of schools will commence, and when many for the first time will enter upon the business of teaching. Others will change their location and begin their labors in a new field. To a beginner in this work, or to one who finds himself in the presence of a new school, it is vastly important that his first labors should be performed with a degree of wisdom and discretion that shall make his first impression upon the school a guarantee of future success. Young teachers, as a general thing, are sufficiently admonished of this; and perhaps this admonition sometimes bears so heavily upon their spirits that they enter the school with a weight of anxiety that unfits them for a good beginning. It is, indeed, an important moment when the beaming eyes of a school first catch a glance of a new teacher, as he stands before them in his new capacity.

The future of the pupil and of the teacher depends much upon that moment, and upon the impression the teacher then makes. At that time, if he has skill and prudence, it is in his power to pave the way for success. Afterwards, if a mistake has been committed, his

success is much less certain, and the error is often difficult of correction, and its consequences unavoidable.

Now, it is indispensable that the young teacher should be fully conscious of the importance of such moments; and it is equally indispensable, for his own success and comfort, that he should not betray that consciousness, or convey to the school, in any way, the impression that his anxiety about his duties is such as to leave him in doubt as to what is to be done or how he is to proceed in his labors in the school-room. Such an impression, if made, will not only fail to inspire the pupils with confidence and respect toward the teacher, but will be very likely to suggest that he may be wanting in that ability and tact, the possession of which makes one feel at home and at ease in the discharge of his duties.

Therefore, young teacher, when you first enter the school-room, be natural. Act out yourself, and not attempt to move with assumed dignity and reserve. Avoid, also, the opposite extreme: that affected indifference and careless, slipshod manner which always shows a want of earnestness and interest in your work, and which is liable to convey the impression to your pupils, that you are more anxious to make a sensation as a buffoon, than to win their esteem by your appearance and demeanor as a gentleman or lady. Be at ease, yet active and in earnest. So far as dignity is natural and becomes you, exhibit it, and no farther. Pupils will expect you are to be master of the school, until they discover in you, or your actions, some indications that you have not the ability or intention so to be.

It will be a serious, and perhaps a fatal mistake, if you suppose your pupils will not soon read your character and motives. It will be much easier for you to impose upon your committee, or the parents, than upon those little ones in the school-room. The former will see you but seldom, and will expect to hear of you in the school-room through others, and will judge of your success partly by hearsay; while the latter are like so many sentinels, placed on guard to watch your every movement, and shrewdly calculating the bearing of all your acts, and every element in your character. Especially will they be watchful to see if you are consistent, if you do as you say you shall; if you are the same to-morrow as to-day; and if you exhibit in your life the principles and precepts you enjoin upon others.

Make no long speeches or addresses to begin with. The school-room is a workshop, and not a rostrum. In the fewest words possible let your introduction be made; and give your pupils assurance of

your interest in them, and of the importance of their work, more by your manner than by the amount of what you have to say.

Avoid a long code of rules and regulations, and have but little to do with laws and penalties until you have occasion for them. It may be necessary to remark upon a few particulars, and to enjoin some rules for the proper order and tactics of the school-room; but let them be brief, and to the point. They will lose none of their efficiency if they are not given in the imperative mode. Numberless rules are perplexing, especially to young pupils. They give to a school-room the air of a penitentiary, or of a place under martial law. Furthermore, it is impossible to lay down, in advance, positive rules of a prohibitory nature, without suggesting crimes and departures from duty that would otherwise never have been thought of. The best regulation to ensure, on the part of the pupils, a full performance of duty, and to prevent little delinquencies and peccadilloes, is to inspire them with a love for their work, and to create such a public sentiment among them, that they shall be ashamed to be found deficient in a sense of propriety becoming their age and station; or in the performance of anything that may reasonably be expected of them.

The sooner your school are at work, the better it will be for all concerned; for one of the best ways to keep children out of mischief is to give them something to do. As a general thing they will expect *you* to set them to work; or at least will wait for some hints to that effect. Lose no time, therefore, and let the hum of a busy school-room commence with your first morning's labors. But little time need be occupied in organizing a school, and nothing will be gained by delay.

As a teacher you must have a voice in the selection of studies and classes for your pupils. This is a part of the organization of the school, and it is the part which belongs, to a certain extent, to you. It requires your judgment,—most pupils have their likes and dislikes about studies, but they are governed more by whim and caprice, than by any knowledge of what they are choosing or rejecting. Very few have the judgment to know what is best for them, or the willingness to pursue what will be the most beneficial, in preference to what may seem to them the easiest and most pleasing. Let your voice, in this matter, be given in the way of advice, and not by arbitrary dictation. The pupil who has your confidence will heed your advice. Some may, perhaps, do it slowly, but a few weeks will convince them of your better judgment; and it will be better for them to feel that they are pursuing studies, in the choice of which they acquiesced at your

suggestion, rather than those to which they were driven without an attempt to convince them of their importance. In this way, they will engage in their studies with more willingness and a better prospect of success, and their conviction of your superior wisdom, and their deference thereto, will be greatly increased.

It gives a great impetus to a school to have the pupils feel that there is constantly a pressing demand for work and the performance of duty. Some pupils will need no stimulus; others may require a little urging, or encouragement; very few will need or bear driving, as that word is generally understood. Inspire pupils who are disinclined to work with a love for study, and let them understand that there is no escape from duty, and they will soon put themselves in a way where no driving will be needed.

Deal with all your pupils alike. In other words, avoid partiality, not only in the discipline of your school, but in the fondness you may manifest for your pupils. Some you will like better than others, for the reason that they are more amiable; but that must not allow you to dispense justice unequally, or to show an undue interest in some pupils while others are seemingly, though perhaps not really, neglected. Such a course will excite jealousy among many members of the school, and will engender ill will toward yourself. This, however, you may always do with safety; approve of whatever is right, praise-worthy, and honorable; and express your disapprobation of all that is wrong, unworthy, and base.

Fret not. For this there are several reasons. It disarms you of your power over your school, and makes you a laughing-stock before them. It embitters your own temper, and will be sure to provoke a like spirit in your pupils. Fretting does no good, but much harm. Wear a smile upon your countenance, and a glass before your heart. Be self-possessed and calm, yet active and engaged in your work.

Do not be jealous of your authority. Insist upon obedience and a compliance with all the requirements of the school, if occasion demands; but make allowance for the peculiar circumstances of your pupils, and avoid an imperious bearing that will be repulsive to their better nature. Be mild, yet firm and decided.

You will be disappointed if you suffer yourself to be too sanguine of immediate results in your labors. There is a seed time, and a harvest, but the interval between them is sometimes very long. Others may reap what you sow; but your labor should be done as faithfully, and with as much hope, as though you expected to bring

in your own sheaves. You labor for the good of others, and your reward is not all here, nor in this present time.

Should two or more persons wish you to pursue opposite or different courses of conduct in the discharge of any of your duties, as will most likely be the case, take no special pains to please either, not even for the sake of peace. By attempting to please one, you may be unsuccessful even in that; and by so attempting, whether you succeed or not, you will be very sure to make an enemy of the other. Listen patiently and respectfully to their advice or their threats, but have an opinion of your own. Do what seems to be right, and abide the consequences; this will give you a clear conscience, and will, in the end, please more than any other way.

Be particular about small things, when such things are important; but avoid fastidiousness about mere trifles.

Remember that your time is to be spent principally in the work of instruction, and not in *governing* your school. You are a leader and guide for your pupils, rather than a policeman. Be sure, however, and govern your school; but do it at the expense of little time, and without too much show and demonstration. Keep the machinery of your government out of sight.

In the street, take as much notice of your pupils and treat them as kindly and civilly, as you would a person of your own age, or one older. Always give them a bow, or some sign of recognition. Visit your pupils at their homes and observe under what influences they are there. It will throw much light on the course most proper for you to pursue in their management. Moreover you will, in most cases, secure the interest and coöperation of parents.

Each day before you enter school prepare yourself on the recitations you are to hear, that the subjects may be fresh in your mind, and that you may as far as possible dispense with a book in the recitation.

Finally, endeavor to begin right; and remember that the old adage, "a good beginning makes a good ending" proves true only when *you hold out as you begin*.

Let your standard be high.

A. P. S.

BE HOPEFUL.

Those of our readers who are familiar with the Travels of Mungo Park will remember the incidents connected with his being robbed by a bauditti

on his way from Kaola to Selidooloo. He was stripped of every thing. He thus speaks of his situation and feelings:

"After they were gone, I sat for some time looking around me with amazement and terror. Whichever way I turned, nothing appeared but danger and difficulty. I saw myself in the midst of a vast wilderness, in the depth of the rainy season, naked and alone; surrounded by savage animals and men still more savage. I was five hundred miles from the nearest European settlement. All these circumstances crowded at once on my recollection, and I confess that my spirits began to fail me. I considered my fate as certain, and that I had no alternative but to lay down and perish. The influence of religion, however, aided and supported me. I reflected that no human prudence or foresight could possibly have averted my present sufferings. I was indeed a stranger in a strange land, yet I was still under the protecting eye of that Providence, who has condescended to call himself the stranger's Friend. At this moment, painful as my reflections were, the extraordinary beauty of a small moss, in fructification, irresistibly caught my eye. I mention this to show from what trifling circumstances the mind will sometimes derive consolation; for though the whole plant was not larger than the top of one of my fingers, I could not contemplate the delicate conformation of its roots, leaves and capsula, without admiration. Can that Being (thought I) who planted, watered, and brought to perfection, in this obscure part of the world, a thing which appears of so small importance, look with unconcern upon the situation and sufferings of creatures formed after his own image? Surely not! Reflections like these would not allow me to despair. I started up and disregarding both hunger and fatigue, traveled forward, assured that relief was at hand; and I was not disappointed. In a short time I came to a small village."

The following beautiful stanzas on the same subject will, we doubt not, interest our readers and tend to encourage and cheer the Teacher in hours of despondency. RES. ED.

MUNGO PARK'S MOSS.

BY ROBERT MURRAY M'CHEYNE.

The sun had reached his mid-day height,
And poured down floods of burning light
On Afric's barren land:
No cloudy veil obscured the sky,
And the hot breeze that struggled by
Was filled with glowing sand.

Dauntless and daring was the mind
That left all home-born joys behind,
These deserts to explore—
To trace the mighty Niger's course,
And find it bubbling from its source,
In wilds untrod before.

And ah! shall we less daring show,
Who nobler ends and motives know
Than ever heroes dream;
Who seek to lead the savage mind
The precious fountain-head to find
Whence flows salvation's stream?

Sad, faint, and weary, on the sand
Our traveler sat him down, his hand
Covered his burning head:
Above, beneath, behind, around,
No resting for his eye he found—
All nature seemed as dead.

One tiny tuft of moss alone,
Mantling with freshest green a stone,
Fixed his delighted gaze;
Through bursting tears of joy he smiled,
And while he raised the tendril wild,
His lips o'erflowed with praise.

"Oh shall not He who keeps thee green,
Here in the waste, unknown, unseen,
Thy fellow-exile save?
He who commands the dew to feed
Thy gentle flower, can surely lead
Me from a scorching grave."

The heaven-sent plant new hope inspired,
New courage all his bosom fired,
And bore him safe along,
Till, with the evening's cooling shade,
He slept within the verdant glade,
Lulled by the negro's song.

Thus, we in this world's wilderness,
Where sin and sorrow, guilt, distress,
Seem undisturbed to reign,
May faint because we feel alone,
With none to strike our favorite tone,
And join our homeward strain.

Yet often in the bleakest wild
Of this dark world, some heaven-born child,
Expectant of the skies,
Amid the low and vicious crowd,
Or, in the dwellings of the proud,
Meets our admiring eyes.

From gazing on the tender flower,
We lift our eye to Him whose power
Hath all its beauty given;
Who in this atmosphere of death,
Hath given it life, and form, and breath,
And brilliant hues of heaven.

Our drooping faith, revived by sight
Anew her pinion plumes for flight,
New hope distends the breast;
With joy we mount on eagle's wing,
With bolder tone our anthem sing,
And seek the pilgrim's rest.

EARLY TRAINING.

CHILDREN are germs of an immortal growth, and the family, the garden in which the Lord first plants them. Here they first taste the sunshine. Here they receive the earliest nature. Here the form and tendencies of their growth are determined. It is the law of the Bible and of Providence, "Train up a child in the way he should go, and he will not depart from it." The law is laid in the constitution of our being, in the conditions of society, and in the provisions of the gospel. It is laid in the constitution of our being, for, in childhood we are most susceptible of all genial, kindly, and formative influences. It is laid in the conditions of society, for in childhood we are exempt from cares, temptations, employments, and disturbing influences in general, which beset our mature life. It is laid in the provisions of the gospel, for of little children alone it is said, "Of such is the kingdom of heaven." And again, "Except ye become converted, and become like little children, ye shall in nowise enter into the kingdom of heaven." During this period the destiny of human souls, in a most important sense, is committed to parental faithfulness.

It is, indeed, true that conversions do take place after a neglected childhood; but the stains and deformities early contracted never become entirely obliterated and removed. The errors of childhood

are carried into growth, and are there still further developed. From growth they are carried into manhood, and are there confirmed. Old age is darkened by ripened evil. Eternity alone can fully reveal the effects of an early blight.

On the other hand, it may be said that parental faithfulness is often disappointed in its hope. It does appear so sometimes, but we believe the instances are rare. And even in respect to these, who is prepared to affirm that there certainly has been no parental delinquency which led to the bad result?

Let parents, in the education of their children, place before themselves solemnly the question, "For what shall we educate them—for the uses of earth, or of God, and Christ, and heaven? If they choose the latter, God, and Christ, and heaven will all be arrayed on their side, and the end can not be doubtful. But if, with a show of religious discipline, the world be really allowed to maintain its ascendancy, or it be attempted to hold a middle course between the claims of the world and the calls of duty, then there need be no surprise if those, whom we were unwilling to give wholly to God, depart wholly from Him.

The education of our offspring for immortality must be undertaken as our greatest and all absorbing duty in respect to them, or it is not properly undertaken. There are interests which are so engrossing in their very nature that they do not admit of competition, and this is one of them. The accumulation of estates for our children; their introduction into fashionable life; the endowments of gay accomplishments; the formation of eligible connections—of how much worth are these put in the balance against a godly character; a preparation for noble usefulness here, for death at last, and for blessed immortality? We may not evade the question—we must choose whether we will give them to the world or to God.

When this great question of duty is once settled, then we may proceed to consider the principles on which we shall conduct the momentous discipline.

How shall we bring them up for heaven?

1. First of all we must aim to secure habits of implicit obedience. The years of childhood are absolutely committed to the parents. The child is only beginning to gain knowledge and experience, and must, therefore, of necessity, be subject to an authority which is already possessed of both. Reckless, wild, and ungovernable tempers will soon appear, if obedience be not early formed into habit. This

once gained, and then the growing soul forms easily under the plastic hand of paternal love.

Herein, too, is laid the fundamental element of social and civil life, and of religion; for herein is established the great principle of subjection to law. The well-governed child easily and naturally yields to the restraints of social order, to the authority of the State, and more than all, learns the principle of obedience to God as the highest duty of man. Children who have not been brought to submit to the mild and loving authority of a blessed home, can hardly be expected to yield readily to any other authority. All law to them will prove irksome, and most of all, the law of God. The habit of implicit obedience, therefore, must be established, or nothing else can be accomplished. Let this point never be given up. Begin early; patiently, wisely, and lovingly pursue it until it is gained. Then what comes after will be comparatively easy, and altogether pleasant.

2. The second point is daily religious instruction from God's word. The father is the priest of his household. The mother is the impersonation of heavenly mercy. Let both unite by precept and example in inculcating the great truth, and laying open the glorious influences and hopes of the gospel.

There is no religious instruction which may be substituted for that home. The public catechism of children, the Sabbath school, and the Bible class, are important aids; but the parents may not resign their personal responsibilities and their own proper offices to any other hands whatever. Their power is greater, because it can be constantly exercised—it is daily, hourly influence. Besides, who can feel such interest, who can be so tender, and patient, and thorough—who can so get into a child's heart as father and mother? These lambs, parents, are in your fold—you must guard them; they are to feed in your pastures—you must nourish them. They are your charge for the world that now is, and in the preparations for eternity. No one can take your place. Behold you have a double motive for personal godliness—you are to save not only your own souls, but the souls of your children also. With these instructions must be mingled prayer for them, prayer with them, and the teaching of them to pray. The early habit of prayer—oh, who can estimate its power and value! The simple hymns and prayers which we learn in childhood at our mother's knees are never forgotten. John Quincy Adams remarked near the close of his life, that he had never omitted repeating, before he went to sleep, the prayer which his mother taught him when a little child:

"Now I lay me down to sleep,
I pray the Lord my soul to keep,
If I should die before I wake,
I pray the Lord my soul to take."

And the Lord's Prayer, that prayer fitted to all ages and conditions, is made, too, for little children. "Our Father who art in heaven" is childlike language. It makes us feel that God is our Father. And this is the feeling we must aim to produce in the hearts of our children—that God is their father, to whom they must look for protection, blessing, salvation, and happiness before all others. It is by daily habitual prayer that this feeling will be cultivated. Thus a little child forms its dearest and most confiding intimacy with the most glorious of all beings, and comes to live in the clear atmosphere of God's love.

3. In childhood, if ever, the bad passions must be weeded out, just as they begin to appear. The weeds are easily removed from a garden before they have taken deep root.

And here, first of all, let every tendency to prevarication and lying be checked. Truthfulness is the foundation of character. Let the manfulness, the moral dignity, and the imperative duty of always speaking the truth be inculcated. Let the meanness, the turpitude, and guilt of lying and prevarication be equally inculcated. Every sentiment of honor, and the whole moral sense, should be arrayed against lying, under every form and degree. Speak the truth in all things, on all occasions, under the strongest temptations not to speak it; in the face of shame and suffering speak it; speak it if ye die for it; for there is no gain or advantage to be put in the balance against speaking the truth. Thus ought we to teach our children from the earliest dawn of moral apprehension.

These three things once gained, viz., the habit of implicit obedience, the habit of prayer, and undeviating truthfulness, and then the way is open for every gracious influence, and every form of holy nurture. You have now withdrawn your child from the circle of worldly snares and unholy powers, and brought him to the place where heavenly order reigns, where sacred altars are kindled, and where angels pay their visits.—*British Mother's Journal*.

[NOTE. If there is force in the above remarks as applied to parents, is there not nearly as much as applied to those who stand in the place of parents, as Teachers?]

THE ENGLISH LANGUAGE AND ENGLISH LITERATURE.

THE study of language, with the vast majority of teachers, means merely Syntax. Seldom has it been my privilege to hear a class at any public examination, intelligently and feelingly render a passage of Milton or Shakspeare—explain its historical, classical, mythological or scriptural allusions, and above all, read it with a tone and interest that showed true appreciation of the author's idea. In pupils under my own charge, intelligent and capable and well-informed in many things; I have often been surprised at an absolute ignorance of the most common facts of our literary history. I once asked a large class of pupils, several of whom had been teachers, to tell me something of Washington Irving. Not one could tell whether he were American or English, whether he were living or dead. No one knew that he had written anything besides the paragraph which happened to be the grammar lesson of the day. "Who was the author of Shakspeare?" would hardly be to me a stranger question than some which I have heard from pupils. And many teachers and older pupils in our schools are positively ignorant, not only of particular authors, but of the literature of our language as a whole. They can not name our eminent authors, nor do they even know the titles of those books which have made a lasting impression on the mind of their age. They know of no masterpiece in our language—the last newspaper story was the most interesting thing that they ever read, and they are content to let their knowledge stop there. Addison, Johnson, Sterne, Swift, Pope, Dryden and Scott are names which carry no significance to many minds, not only among the ignorant who read no books, but among those whose daily employments lie among books, and whose profession involves the study of language as one of its most important duties. And the writers of the present time—the brilliant historical works of Macaulay—the harmony and strength of Tennyson—the keen, suggestive verse of our own Lowell—the sympathetic energy of Whittier, or the triumphs of Prescott or Motley in historic lore, these are all unknown to them. Much less do they appreciate them if by chance they know them. They seek them not from choice, and if they are compelled to read them as an exercise, they drone over their pages without eye to perceive or heart to relish, and abandon the task so soon as they may, never to resume it except from necessity.

I would not be understood to say that a mere knowledge of books

by their titles, and authors by means of biographical dictionaries is a very essential part of an education. To master an author's idea, to share his sentiment, to appreciate the strength and beauty of his words and the fitness of their selection—to glow with his passion and kindle with his fire—this is the end of the study of language and literature. And this can never be so perfectly secured as when we know all an author's history—the age in which he lived—his character—his surroundings. If we are interested in his work, we wish to know something of the workman.

One cause of the neglect of the study of literature is the indifference to it felt by many teachers, who direct the attention of the pupil wholly to other objects. Most teachers have favorite hobbies which they delight to mount and ride with all their pupils in company. Men of one idea may accomplish much in one direction, nor are they to be condemned for their devotion to a particular science. But in that peculiar American institution, with which New-Hampshire is so largely supplied—the “one horse” academy—and in most of our high schools, the whole education of the pupil depends on a single individual who must provide for the full and perfect development of all the faculties which the pupil is ever likely to develop. And no man can in himself supply the multifarious wants which our popular idea of education contains. He must set his pupil to work for himself, and for want of time to teach his pupils what he needs to know, he must teach him how to use books and get his own education. Books must be our educators, and while bad books, trashy books, bombastic, nonsensical, unnatural books do so abound, they will be read by those whose taste is uncultivated and whose appreciation is not developed. The “blood and thunder” stories of our flashy newspapers will be the embodiment of choice reading to many minds till they have once read and felt a master-piece, and then their souls loathe this light bread. “No man when he hath drank old wine, straightway desireth the new, for he saith the old is better.” And if a teacher has once led along a pupil till he enjoys, and in some measure understands, Milton, or Shakspeare, or Tennyson, he has more effectively guarded him from the dangers of bad books than if he had given him a volume of wholesome precepts.

Of all studies, that of language is best adapted to develop the memory, the taste and the imagination. I will not except the reason, for a thoughtful study of language demands constant inquiry, research, decisions on evidence; decisions, too, involving questions where one thing must not of necessity be true, and all others false—

questions not to be settled by an appeal to axioms or arbitrary rules, where probabilities, usage, euphony, harmony, consistency, all enter into the decision. We find fifty good mathematicians to one able critic, because criticism is a more comprehensive science than mathematics. Language is the embodiment of all which men have known or felt, or studied since the world began, and all that man has yet known lies in the meaning of words. To know a language thoroughly involves an extent of study never dreamed of by those who call themselves accomplished grammarians on the strength of a few months' study of a common school text-book. The mere syntactical analysis of sentences is not all which grammar comprises. The true meaning of a word—its history—its synonyms—its derivation—its variety of meanings—its appropriateness in any given connection are all equally important parts of the subject, and these are best taught by the usage of authors to which the attention of pupils must be called. Careful attention to the meaning of words can not be too strongly insisted upon. The dictionary should be made the constant companion of every pupil, and when he learns to resort to it for every new word, he has found a royal road to learning.

Here let me notice that the principal cause of *bad reading* is a want of correct understanding of the passage read. A pupil may mispronounce half his words and yet read with energy and force, and his reading will be heard with more interest than the mechanical correctness of one who has no idea of the meaning of the words he utters. Teachers and pupils frequently make a mistake here. They leave off the reading exercise just at the time when it begins to be most profitable. Reading is too often considered a child's study. Teachers slight it, give the charge of a reading class to a pupil or assistant and never urge large scholars to take part in it, plainly implying that they regard it as a thing of small importance. The pupil, like Hamlet, reads "Words, words, words" and even if full of sound and fury, they signify nothing to him. But I hold that in no place can a teacher better employ his time, and do more for the mental improvement of his pupils, than in a reading class. Bad reading must prevail till teachers become good readers, and insist that their pupils shall be such.

One word to those who think that literary culture and a correct use of language can be best acquired from a study of the Greek and Latin classics. I yield to none in my admiration of the excellencies contained in these languages, though others, with more profitable

study and abler minds, may appreciate more fully and value more highly the works of

"The dead, but scaptered sovereigns, who still rule
Our spirits from their urns."

I encourage their study and urge it upon all who are anxious to get a good English education. But it is my constant aim to make all such study tend to the better understanding of English. For in proportion to our mastery of our own language will be our usefulness. The knowledge of a Newton, or a Humboldt, were useless to all except its possessor unless expressed in words. So the ancient classics derive their highest utility from the light which they throw upon the meaning and use of our own words. I would not have them so studied that the American boy shall be more familiar with the age of Augustus than that of Elizabeth, or have more associations connected with Homer than with Milton, or be more ready to quote Cicero than Webster, Pitt or Burke. Properly expended, the same amount of labor which now makes a very indifferent classical scholar, who goes through Homer and Virgil as a cockney tourist goes over Europe, Murray in hand, admiring whatever is set down there to be admired and nothing else, would enable the same pupil to enjoy and tolerably appreciate the classics of his own language. And no amount of study can ever make an alien tongue speak to the ear or the mind like our childhood's dialect.

But some do not hold our language so worthy of study as the Latin and Greek. I differ from them. As I believe life more lovely to look upon than death; as I believe one living, breathing woman more beautiful to look upon than a gallery of carved or painted goddesses; so do I believe that a living language, pervaded with the life and energy of the Saxon race and growing with its growth; widening with each successive sun; spoken on every meridian of longitude, and uprooting all forms of speech with which it conflicts, is far more worthy of our study and admiration than the speech of any by-gone nation. Even as the present age is mightier than the past, so is the language of to-day mightier than those which are gone before. And for the future, is it a wild flight of imagination to believe that at some time the Anglo-Saxon tongue, strengthened by its constant absorbent power, and developed to its fullest extent, may become the language of the globe? Already, by the energy of two nations whose existence seems constantly aggressive, it has established itself in every quarter of the globe and pervaded entire continents with its vitality.

With a literature vast and comprehensive, with elements of power which no other language combines, it is in itself worthy of our thorough study, and then it is our own. Let our own classics enter our school-rooms as familiar studies; let our youth be trained to admire and appreciate them; let our teachers labor to impart a sense of their excellencies as they now labor to teach other things, and the cause of education will make one advance worthy of the name.

H. L. Boltwood in N. H. Journal of Education.

A STORY FOR YOUTH.

A MORE EXCELLENT WAY.

"Mother, mother," exclaimed Charley Morris, as he rushed into the house after school in great excitement, "what do you think we are going to do in school?"

"Study, I hope," said his mother quietly, while the little boy stopped to take breath.

"We shall have to, that's a fact," said Charley, "but that was not what I wanted to tell you, mother. You know there are just six weeks before examination, and they are going to give certificates then only to the very best scholars, who have sustained themselves perfectly through the term.

"And you mean, of course, to rank among the very best, if you can," said Mrs Morris.

"Of course I do, mother, but there is one thing more. The boy who has been at the head of his classes for the longest time is to have, besides his diploma, a golden star to wear upon his breast. He will be called the star scholar, and will rank highest in the school."

"So you are aiming at this bright particular star?"

"Yes, mother, and will have it too, you will see! Dr. H. says it is a more honorable distinction than the Legion of Honor. Won't you be proud, mother, to see me wearing it at the evening exhibition. The teachers will come and tell you that your boy is the best scholar in the school." Mrs. Morris smiled. "Won't you be glad, mother?" repeated Charley, eagerly.

"Glad I shall certainly be of the scholarship that has won the honor, if it is fairly earned," replied the mother. "But what are your grounds of expectation?"

"Why, mother, I am at the head of all my classes but one, and in that there is no one above me but Henry Colton. I don't suppose

there would be any hope of going beyond him if he was always there, but he is sometimes absent at the hour we recite, and so he won't have as good a chance of keeping his place in the class."

"What is the cause of his absence?"

"He has to do errands for his mother. She takes in sewing, and they are too poor to have any servant, so Henry carries the bundles home."

"Mrs. Colton has made great effort to keep her boy at school. He is a good scholar, is he not?"

"Yes, mother; I don't know a boy that studies harder than Henry Colton."

"Not even Charley Morris?"

"No, mother, but then I am not obliged to study so much because I have been to school more regularly than he has, and then I have more time to myself at home. Why, Henry is up and studying before any one else is stirring in the morning, and always sleeps with his book under his pillow at night."

"Then if he fails to obtain the highest rank in the school, it will not be for want of diligence, or even of scholarship, but from the mere accident of his outward circumstances. But he will doubtless make a greater effort to be punctual these six weeks to come."

"He will, if he knows of the plan," said Charley, moodily.

"He learns his lessons at home, does he not, so as to keep up with the class, though he should be absent for a single day?"

"Yes, mother, but to-day we had a special explanation of something in arithmetic, that I know he can not work out by himself."

"Is my boy quite conscious of the spirit he is indulging?" asked the mother, gently. "Does he really wish to gain this prize for himself at the expense of one who deserves it full as much, and, perhaps, even more?"

"Then you don't want me to get the star after all, mother," said Charley, after a few moments' silence.

"You will not doubt your mother's interest in your improvement, even if she should be less solicitous about this particular honor," Mrs. Morris replied. "You know all the ambition I have in the world, centers in my children. I would see them active, energetic, foremost, if possible, in the pursuit of every honorable attainment. And yet there is 'a more excellent way' which I would have them follow; an attainment higher even than mental wealth,—without which, though possessing 'all knowledge' they are nothing."

Charley's glowing ambition had somewhat cooled, during his

mother's calm, but earnest conversation. He was listening attentively as he sat in his favorite place at her feet, though his eyes were down-cast, and a sense of shame stole over him.

"You remember the passage in which this 'way' is described?" asked his mother.

Charley took down the little well-worn Bible in which he always loved to read aloud to his mother. Turning to the 13th of Corinthians, he slowly read the first six verses.

"Do you think, mother," he asked, "that this forbids seeking any honor for one's self? It says 'seeketh not her own.'"

"It is not necessary for us to settle the bearing of this on the question of prizes in school. But one question comes nearer to the case in hand. Do you think that in strict honesty the star would be *your own*, if you gained it, not by superior scholarship, but by your more prosperous circumstances, and Henry's hindrance through his mother's necessities? The only value of the sign is in the thing signified. To me this badge would mean, not that my boy was a better scholar than Henry, but only that his father was richer than Henry's mother."

"Mother, I don't want the star at all," said Charley with a resolute effort, "that is, if Henry can get it. I am going around now, if you are willing, to show him about the arithmetic, and to ask his mother to arrange if possible, so that he can attend school constantly, the next six weeks."

Mrs. Colton's consent to the latter arrangement was easily gained, especially when Charley had begged permission to assist in doing the errands after school hours. The obstacles in arithmetic were cleared away, so that the two rivals started on their friendly race with a fair field and no favor to either. Henry had been at the head of the class just the same length of time that Charley had been, before him, when, three weeks before examination, he was taken sick. It would be difficult to say which of the two classmates was most disappointed at this derangement of the plans. Charley watched the progress of the fever almost as anxiously as Mrs. Colton, and daily beset the doctor, to learn the prospect of a speedy recovery.

The third week had arrived before Henry was able to be dressed, and breathe the outer air for a few minutes of the day. Examination day came, and by Charley's earnest entreaties the invalid was permitted to be present on the important occasion. He sat next his friend and leaned upon him when too weary with the effort and excitement. After many less interesting exercises, the President at

last arose, and with some words of explanation, proceeded to confer, as he said, the highest mark of honor ever received in the institution.

The star was awarded "to Charles Morris, for punctuality of attendance, propriety of deportment, and success in scholarship."

There was a moment of almost breathless attention through the crowded audience, as Charley walked to the foot of the platform, and was seen to address a few words to the President. Those who were nearest could hear him say:

"The star, sir, does not rightly belong to me. Henry Colton has worked harder than I, to obtain it. He is a better scholar, and but for sickness, would have been at the head of all his classes."

After a moment's consultation with the gentlemen on the platform, the President replied:

"The faculty, Morris, prefer that you should retain the star, as you have literally fulfilled the conditions prescribed."

"It would not be right, sir," said Charley, firmly, though with a trembling voice. "I beg you will give it to Henry."

"In that case, you must yourself bestow it," said the President. "Henry Colton will come forward."

Henry, unsuspecting what was going on, advanced, his pale face flushed with wonder and excitement. Charley, stooping down, fastened the star upon his breast, and then supported him back to his seat. The noisy applause of the audience jarred almost painfully upon his heart, full as it was, of a deeper joy than earthly fame can give,—the joy of obedience to the precept. "In honor preferring one another." In his mother's loving smile he found a full reward for the sacrifice of his selfish ambition. Coveting earnestly the best gifts, he had found in the spirit of brotherly kindness, "a more excellent way."—*N. Y. Observer.*

ALGEBRA HERETICAL.—The principal of a large Jewish school of six hundred pupils, at Adrianople, who was regarded as skeptical in regard to some teachings of the Rabbis, recently introduced into his school arithmetic and algebra. The signs of plus and of multiplication were used in the exercises, which were carried home by the children. The parents were alarmed and called in the Rabbi, who cried out; "The cross, the cross; our teacher is a Christian, for he is introducing the sign of the cross." The teacher with difficulty escaped being stoned by the excited people, by explaining the nature of these signs.

CAPABILITY VS. CAPACITY.—One is subjective and active; the other objective and passive; one embraces an idea of life and achievement, the other nothing that may not be predicated of inert matter. The distinction between these words, suggest two aspects of the teacher's office. We like that better which regards the pupil as a bundle of *capabilities*, which the teacher is to lead forth and direct, rather than as having a *capacity* to be passively filled. To train the active energies of the pupil, is a higher function of teaching than the mere imparting of facts and items of knowledge, to be stored in memory, and retained according to its *capacity*. The teacher should consider it is prominent and chief work to develop the *capabilities* of his pupil; to show him his own powers and how to use them; not simply to teach him by direct communication, of knowledge according to his capacity.

The good teacher will regard his pupils as holding a subjective relation to the work of his education, for in an important sense the pupil is to achieve his own education, although the judicious aid and direction of the teacher is important and essential, for we would by no means disparage, but magnify the teacher's office.

It should be his to *direct* and *correct*, to encourage, to urge, and to assist his pupils as circumstances may demand. But his imparting of instruction, should be that *giving* which "does not impoverish" himself. The best teaching is that which brings into action the pupil's own powers, and may be justly illustrated by the successful gymnast, who trains and disciplines the physical powers of the athlete, leading him by a judicious practice, and the exercise of his physical development in which he "rejoices as a strong man to run a race."

Selected.

HOW TO IMPROVE THE MEMORY.—What we wish to remember we should attend to, so as to understand it perfectly, fixing our attention specially on its most important and distinctive features. We should disengage our minds for the moment from other things, that we may attend effectually to that which is before us. No man will read with much advantage who can not empty his mind at pleasure of other subjects, and does not bring to the author he reads an intellect neither troubled with care nor agitated with pleasure. If the mind be filled with other matters how can it receive new ideas? It is a good practice to improve the memory, and far better than making notes for transcribing passages at the time, to read carefully, and after the lapse of some days to write an abstract of what has been

read. This will give us the habit of storing up for future use our immediate acquisitions in knowledge. Again, memory is assisted by an orderly arrangement of the thoughts. It is obvious that in recollecting a speech or discourse, that is most easily recalled in which the argument proceeds from one step to another by regular induction. So we ought to conduct our studies; otherwise, our knowledge being in confusion, our memory will be defective.—*Letter of Baron Alderson.*

A USEFUL EXERCISE.

It would be well if more attention were given in our schools to the pronunciation of words. A feeling seems to prevail with some that as there is, in relation to many words, a difference of opinion among Lexicographers, it will be useless for the teacher to give decided preference to any exclusive mode. One thing, however, every teacher may do and should do, and that is give countenance to a system of pronunciation that shall be in accordance with some recognized standard, and usually either Webster or Worcester may be safely followed. As a help to exercises of this kind "*Sternes' Guide to Pronunciation,*" published by Crosby, Nichols & Co., of Boston, will be found exceedingly valuable, and will prove to any teacher worth ten times its cost. It can be purchased for about twenty-five cents. But without any book the teacher may do much by selecting words and devoting a few minutes, daily, to their proper pronunciation. We will give a list of words suitable for such a lesson. If the pronunciation of a dozen words can be properly fixed daily, the aggregate in a term would be nearly one thousand. The words we give in the present number are, such as are very frequently mispronounced. In conducting an exercise of this kind the teacher may either write the words upon the blackboard, or spell them slowly, and require the pupils to pronounce them. The erroneous modes should be designated and then the true mode given by the teacher and several times repeated by the pupils in concert.

Again,
Against,
Are,
Architecture,
Aerie,
Agile,
Ancient

Ancestry,
Andiron,
Angel,
Arctic,
Antipodes,
Antique,
Arabic,

Archipelago,
 Been,
 Boatswain,
 Blackguard,
 Bouquet
 Buoyant,
 Capapie,
 Centrifugal,
 Centripetal,
 Chamois,
 Chasm,
 Choir,
 Choral,

Coral,
 Clapboard,
 Column,
 Courant,
 Courier,
 Combatant,
 Coquet,
 Corps,
 Courteous,
 Cuirass,
 Deaf,
 Does,
 Dahlia.

For the Common School Journal.

COMPOSITION.

HARDLY any subject of equal importance is so much neglected in our common schools, as Composition. In many country districts, it is entirely unrecognized as one of the necessary exercises. This may be chargeable partly to the incompetency or unfaithfulness of teachers, and partly to that instinctive dread of "writing compositions," which prevails so extensively. Almost every teacher knows with what imaginary terrors the child's mind clothes this subject. To his vision it often looms up in undue proportions, surrounded by a host of fancied difficulties.

It should be the aim of teachers to remove these unfortunate delusions from the minds of their pupils, and to clothe this branch with such attractions as will render it delightful rather than irksome, a pleasure instead of a task.

One great fault in pursuing the study of Composition, is the injudicious selection of subjects. Themes are often given to a pupil entirely above his comprehension. Some parent, perhaps, has a "prodigy" of ten summers, who is confidently expected to "make his mark" in the world. Accordingly he must write a treatise on "Moral Suasion." What *moral suasion* is he has not the least idea, except that it forms quite a high-sounding title for his composition; but by dint of searching old books and dictionaries, together with a little help from his admiring parents, he manages to string together a few sentences, whose meaning, if any there be, is like so much Greek to him. It is no wonder, in such a case, that a child forms a distaste for Com-

position, and calls it dry and uninteresting. Suppose this same child had been required to write an account of his walk to school. With what fresh interest would he note each object along his path, in order to give it a place in his history! How many beauties before unseen would be revealed through his eager gaze, how many new thoughts would be developed, and how largely his powers of expression increased.

It is perfectly absurd to expect a pupil to write an essay on a subject which he does not understand. Thought ought always to precede composition. One may nibble his pen for an hour; and yet if he is not in a degree familiar with his theme, it is all in vain. Staring at blank paper is not very fruitful in drawing ideas from the brain,—more especially if there are none there.

There is sometimes danger that teachers will criticise the efforts of their pupils too severely. There is, at first, a peculiar sensitiveness in having one's thoughts revealed to the gaze of others; and a heartless criticism may dampen the child's ardent spirit, and hinder his further progress. It is of course necessary to point out imperfections, but let it be done in a kindly manner, and let words of commendation be bestowed on all excellencies. Some teachers seem to expect a child's earlier essays to be almost perfect; to contain as weighty thoughts, as vividly expressed, as those of the mature mind; but this ought not to be looked for. The master-spirits of eloquence, who to day give utterance to—

"Words that breathe, and thoughts that burn;"

who point their mental pictures in glowing language, and clothe the most common ideas with a vivid imagery, were not polished essayists when they commenced. They have reached their proud position only by constant and continued effort.

One error into which pupils are sometimes prone to fall, is to suppose that high-sounding sentences constitute the goodness of a composition; and so the sum total of their efforts consists in trying to garner up a host of big words; but very often they fail of making much approach to sense, and what was intended to be very sublime is really very ridiculous. Simple forms of expression, an easy style and sentences which mean something, will awaken a much greater interest among children in this much-abused exercise, than pompous phrases and senseless paragraphs. *Thought* is the true substance of which an essay should be formed. The mighty power of the cannon lies not in the booming of its report, but in the silent, leaden ball. So, too, the power of an essay does not consist in its ponderous dress of words, but in the thoughts which impart to them vitality. It is true that the cannon's roar adds a majesty to its work, and so do well chosen

words bestow a beauty on glowing ideas; but yet some caution is needed lest the "still, small voice" of thought be not heard amid the clash and clangor of sentences. Let the child first be taught to write his *thoughts*, and not merely to string together all the longest words to be found in "Webster's Unabridged."

That teacher who is possessed of the true spirit of teaching will strive to remove all unfortunate prejudices from the pupil's mind against the subject of Composition, and to render it an interesting study; so that the announcement of an exercise in this branch will not be greeted with such "looks unutterable" of blank amazement and dire dismay. To do this successfully he must himself be an interested participant,—not a mere cold looker-on, but a warm-hearted friend, sympathizing with his pupils in their failures, and rejoicing in their successes.—If a child is taught to form sentences at an early age, this study will not be half so burdensome in later years.

The importance of Composition hardly need be urged on teachers. It is perfectly clear to every thinking mind. If we glance at our correspondence we shall find that very many persons are most sadly deficient in this science,—good, honest people, who find as much difficulty in saying what they mean, as another class do in meaning what they say. Such individuals often make as ludicrous blunders as did that famed "Board of Education," who resolved to build a school-house "sufficiently large to accommodate five hundred pupils four stories high"!

If essay writing were more extensively practiced in our common schools, it would aid greatly in the growth of the child's mind by showing him more fully its powers, and by revealing to him new worlds of thought. The fields of imagination are fragrant with refreshing odors, and he who walks therein may receive new strength at every step.

S. J. W.

WESTFORD, CONN., Nov. 7, 1859.

OFFICIAL DEPARTMENT.

OFFICE OF THE SUPERINTENDENT OF COMMON SCHOOLS, }
NEW BRITAIN, Nov. 7th, 1859. }

THE annual reports from school visitors have been received from nearly all the towns in the State. Most of these reports were promptly made, and many of them contain full and apparently complete

statements concerning the common schools of the towns from which they come. I would take this opportunity to express my thanks to the authors of these reports, for their prompt action, and for the thoroughness with which they have examined and reported on the schools under their charge.

There are a few towns from which no reports have been received. Presuming the neglect must arise from ignorance of the statutes relating to common schools, or from forgetfulness, I would call the attention of the school visitors to the following provisions of the school law of 1859.

Chap. v., sec. 3, after mentioning the manner of visiting schools, says, (speaking of the duties of the acting school visitor or visitors:) "It shall be his or their duty to make a full annual report of the condition of the common schools of said town and of all the important facts concerning the same, to the Superintendent of common schools, on or before the first day of October, annually, and to answer in writing, all inquiries that may be propounded to him or them on the subject of common schools, by said Superintendent."

The 6th section of the same chapter, reads: "No town shall be entitled to receive its share of the public money from the treasury of the State, unless the report required by the third sec. of chap. v. of this act shall have been made by the school visitors to the Superintendent of schools."

It will thus be seen that the law requires this report as one condition of the town's receiving its public money. Should the visitors of any town have neglected sending their annual report till they read this, I would urgently request them to transmit it immediately. Also, if there are any blanks for returns and statistics that have not been sent to this office, they should be forwarded immediately.

It is impossible to present to the Legislature as the law contemplates, a true and full statement of the condition of common schools of the State, without these reports from the different towns.

I would therefore urge upon the visitors who have been appointed for the present year, the importance of carefully noting the condition of the schools under their supervision, that they may be able to make full and accurate reports.

DAVID N. CAMP.

A CHAPTER FOR NORMALS.

THE last time you went to "visit schools" in that country town where you live, (we don't need to mention any names, you know where it is,) you went, of course, to the school taught by a Normal, perhaps by a Normal graduate. You knew the systems of education taught at New Britain to be thoroughly good; you knew that young teachers received there just the training that they needed, and you expected to find a good school.

But a really good school is a very good thing, almost too good to be often met with, and, well,—I'm afraid you didn't find it.

Let us compare notes, and see if what you *did* find, isn't just what others have found a great many times before.

You found, I think, that when the third class in spelling was called out by the tinkle of the little bell, that the teacher was very careful to insist on the rising of the entire class at the same instant, but failed to see or hear little Johnnie when he "made up a face" at her, and gave utterance to a low but unmistakable "wop't unless I'm a mind to," as he turned to take his place with the class. And when the recitations commenced, you noticed, too, did you not, that while "double o," and "double s," were unpardonable blunders, instantly and certainly detected, "separate" was made up with one more *e* and one less *a*, than Webster gives, and "deviable" was made to "*deviate*" sadly from its correct orthography, unnoticed and uncorrected. The hour for dismissal came, and though you observed with pleasure the careful taking of the daily report, you saw with greater pain, that a little bright-eyed boy on the front seat gave in "No. 10 correct," without reproof or suspicion. You *know* you've seen him whisper. Can it be that his teacher has not seen it too?

Your tour of observation is not quite over yet. "The Teacher" is the subject of conversation at one or two calls made on your way home. At one house, the sturdy, honest, old farmer says, "Why, we like her very well, she seems a good sort of a girl, and she *knows* enough, that's certain; but, somehow, it seems as if the children wa'n't going to learn much this winter, it takes so much of their time to get hold of all her new ways." His wife, a little more keen-sighted, and a little less cautious, adds, "I don't see a bit of sense in it all, either. I don't believe it makes a speck of difference whether they *say sums or examples*." At another place, it is dryly observed, "Well, it isn't much matter whether the children learn how to read and spell, if they only say n-e-e-d, need, l-e-s-s, less, needless," with an under-

current of fun in the tone, which would bring a flush to your friend's cheek, could she hear it.

Probably you haven't had in your town, any of those well-meaning but injudicious teachers who subject their reading lessons in "Lovell's Third Reader," to an elocutionary analysis, after the manner of Prof. Russell. Neither, I presume, have you had any who have transferred the order of exercises of the Normal School, to the ungraded school over which they are placed, adapting it, as best they could, to the spelling, and geography, and alphabet lessons of the little ones. Some towns have had such, however, if you have not, and their inhabitants felt, as you feel, that it was decidedly shooting over the heads of the pupils who filled their school-rooms.

Seriously, and in earnest, fellow-teachers, comrades at the Normal School, have we not made, and are we not making, a great mistake in this matter? We all love our educational Alma Mater, some of us with an almost excessive enthusiasm, and would not, willingly, do anything to injure her or her reputation, but any of us who are pursuing the course we have been speaking of, are taking the very surest way to make the school and ourselves unpopular.

Steady old Connecticut has a great many queer notions; wrong, no doubt; but still they must be advanced upon cautiously, if we would improve them. Neither must we be impatient if we can not make our schools model schools at once. All these little improvements are well, we would not in the least undervalue them; but obedience, truthfulness, and steady advancement in knowledge are better. If we can not do all we would like, we must do the most essential things first. Better be a little old-fashioned than altogether too new-fangled, especially if the public opinion of the community is against the modern style.

We can say, with justice, we should not be judged alone by these minor points, and those who fail in this way should not be taken as a standard of the whole, but we can not prevent others from thus judging.

Our good must not "be evil spoken of;" the many earnest, faithful workers whom we count among our number, must not fail of success because of one fault; undue prominence to little things, while we "neglect the weightier matters of the law." Surely, our wisdom, like that of kings,

"Is less fully shown,
In what we do, than what we leave alone."

C.

NEW BRITAIN, November, 1859.

LOCAL AND PERSONAL.

NORWALK. But few places are doing more for schools than Norwalk. They have a very good school-house and a good corps of teachers. Our call was chiefly in the room occupied by the principal, L. L. Camp, Esq., and though brief it was sufficiently long to satisfy us that the school was in an excellent state of discipline and that the pleasantest relations existed between teachers and pupils. We hope the citizens of Norwalk will soon follow the example of Bridgeport by making their schools *free*.

NEW HAVEN. We understand that HORACE DAY, Esq., has recently been appointed Acting Visitor or Superintendent of schools in this city. The best good of these schools demand the entire time and attention of a competent Superintendent. D. C. Gilman, Esq., who has discharged the duties of the office for the last three years will continue to retain an interest in the schools and give them the benefit of his experience.

We recently spent most of a day in the Webster and Eaton schools and were highly gratified with the condition of the several departments.

STONINGTON. A new term of the graded school in this place commenced on the 7th ult. under the charge of Mr. Mortimer Warren in the senior department and Mr. Milton Bassett in the Junior department.

BRANFORD. Mr. R. H. STONE and Mr. JOHN S. LINSLEY, Jr., recent graduates of the Normal school, are teaching at Branford, the former in the Academy and the latter in the center school.

NEW LONDON. We learn that an effort made in this city to abolish the High School proved a signal failure, the vote being about 3 for to 1 against the continuance of the school. We believe the day is far distant when the intelligent people of New London will decide not to have High Schools. These schools have already accomplished great good and have a strong hold of the hearts of the citizens.

We recently spent an hour very pleasantly in the schools kept by Messrs. White and Fuller, both of which appeared well. We were particularly pleased with the pleasant and kindly relation between the teachers and their pupils. In Mr. White's school we saw several excellent specimens of map drawing, affording evidence of much

attention to this important branch of Education. We hope soon to have the pleasure of visiting the other schools of the city.

We are glad to learn that the citizens of the Huntington Street district are taking measures to secure the erection of a more commodious house. So good a school deserves a good house.

APOLOGETIC. Circumstances, beyond the control of the Resident Editor, rendered it necessary to issue the Nov. No. several days later than usual. It is intended to have each number ready on the first day of its appropriate month.

The gentleman designated as Editor for the present number was unable, on account of illness, to furnish matter, and at a late hour the Res. Ed. was obliged to prepare material. If some of the articles are a little longer than usual we are sure no one can read them without interest and profit. We particularly commend the first article "To Beginners," and that on Language; the former written by Mr. Stone of Plymouth, Mass., and the latter by Mr. Boltwood of Derry, New Hampshire, both successful teachers.

HOW TO BEAR LITTLE TROUBLES.

(We commend the following excellent remarks and advice, to teachers, who sometimes allow themselves to be troubled and cast down by trifles. If we can learn to bear little troubles and petty annoyances we shall be better prepared to meet with those of greater magnitude, but if we permit trifles, often light as air, to fret and disturb us, we shall find our pathway beset with trials. Of all persons, teachers most need a calm and contented spirit. Let them cultivate it.—Res. Ed.)

There is a kind of narrowness into which in our every-day experiences, we are apt to fall, and against which we should most carefully guard. When a man who is in perfect health has a wound inflicted upon him—a wound in his foot, a cut on his finger, a pain in his hand—he is almost always sure to feel, even though it be only a small member that suffers, and the suffering itself be unworthy of the name, that the perfect soundness of all the rest of his body counts as nothing; and a little annoyance is magnified into a universal pain. Only a single point may be hurt, and yet he feels himself clothed with uneasiness, or with a garment of torture. So, God may send ten thousand mercies upon us, but if there happen to be only one discomfort among them, one little worry, or fret, or bicker, all the mercies and

all the comforts are forgotten, and counted as nothing! One little trouble is enough to set them all aside! There may be an innumerable train of mercies which, if they were stopped one by one, and questioned, would seem like angels bearing God's gifts in their hands! But we forget them all, in the remembrance of the most trivial inconvenience! A man may go about all the day long—discontented, fretting, out of humor—who, at evening, on asking himself the question, "What has ailed me to-day?" may be filled with shame because unable to tell! The annoyance is so small and slight that he can not recognize it, yet its power over him is almost incredible. He is equally ashamed with the cause and result.

We may fall into such a state merely through indifference, and remain there simply because we have fallen into it, and make no effort to get out. When a man starts wrong early in the morning, unless he is careful to set himself right before he has gone far, he will hardly be able to straighten out his crookedness until noon or afternoon—if haply then; for a man is like a large ship; he can not turn round in a small space, and must make his sweep in a large curve.—If we wake up with a heavenly mind, we are apt to carry it with us through the day; but if we wake up with a fretful, peevish, discontented disposition; we are apt to carry that all the day, and all the next day too! I have comforted myself, and risen out of this state of mind, by saying to myself, 'Well, you are in trouble, something has come upon you which is painful, but will you let it clasp its arms around you and shut you in its embrace from the sight and touch of all the many other things that are accounted joys! Will you suffer yourself to be harnessed and driven by it. It is well to remember that there is a way of overcoming present or promised mercies.—The apostle Paul knew this, and so exhorted us to look unto Jesus, who for the joy that was set before him, endured the cross despising the shame.' All that Christ had to bear he bore patiently—he carried his sorrow about him as a very little thing. Why? Because of the "joy that was set before him!" Oh! let us apply the exhortation faithfully to ourselves; and when we are worried, and tempted to give way to vexation, let us seek a sweet relief in the thought of the blessedness set before us to be an inheritance forever!—*H. W. Beecher.*

BEGIN RIGHT.

The first half hour of school in the morning, generally decides its character for the remainder of the day. Few young teachers realize this. Vexed by fault finding patrons, or from some other cause, they sometimes enter upon their duties in the morning with unsettled spirits and short and hasty expressions. They are more noisy themselves than usual, move about the school-room with less care, and have no smiles for earnest scholars. Before noon the school seems to them uncontrollable, and not unfrequently, under such circumstances, they feel themselves obliged to resort to those extreme measures of discipline which cause so much trouble, and sometimes break up the school. We once knew a teacher who was accustomed to ring his bell ten or fifteen minutes before school time, and encourage the students to leave off their out-door play, and go into the school-room and talk about the lessons, or the other subjects of interest connected with the school. He was always at his desk, or ready to participate in any of their discussions, or answer any of their questions. Sometimes he would take with him in the morning a flower, sometimes a pebble, or a stone of curious formation, sometimes a beautiful passage from some standard work, or a simple story or anecdote from the village newspaper, always something to occupy his thoughts and divert the pupils if they had nothing else on hand. The consequence was, that the children began early in the day to think and to reason, and were always ready to join in the devotional exercises, and to enter upon their duties with consideration and energy. The teacher is the sun-light of the school-room. How quickly the fogs and vapors of the earth, and the wicked works of evil men vanish, when the bright orb of day breaks in splendor over the earth. No matter what the temptation of students may have been to idleness or mischief, if the teacher appears in the morning lighted up with the sun-light of truth and has an apparent earnestness in his countenance, troubles will vanish, and joy and gladness will occupy the school-room all the day long.—*Iowa Instructor.*

BOOK NOTICES.

THE UNIVERSITY ALGEBRA, designed for the use of High Schools, Academies and Colleges. By John F. Stoddard, A. M. and W. D. Henkle. 12mo, 527 pp. New York: Sheldon & Co.

This book is well "got up" by the publishers, and presents an attractive appearance. In matter and arrangement it is excellent, and for the class of pu-

pils for which it is designed, it must prove a most popular and useful book. The examples are sufficiently numerous and difficult, and very judiciously selected.

An Elementary Algebra from the same authors and publishers will be found well adapted to the wants of beginners. It has, evidently, been prepared by gentlemen who understand the subject, and also know how to prepare a book for the school-room. We commend the works of Stoddard & Henkle, as worthy of patronage.

Mr. Stoddard is the well known author of a popular series of Arithmetics. The Mental Arithmetic for beginners, and the American Intellectual Arithmetic are before us. They are both good books, well adapted to the wants of schools. [See advertisement of Sheldon & Co.]

A FAMILIAR COMPEND OF GEOLOGY. For the School and Family. By A. M. Hillside. Philadelphia: James Challen & Son.

This is a beautifully printed 12mo. of 150 pages. It is in the Catechetical form and originally prepared by the author for the purpose of interesting and instructing his own children in the science of which it treats. It is amply illustrated by well executed engravings.

Messrs. Sower, Barnes & Co., of Philadelphia, publish Brook's Normal Mental Arithmetic, in two numbers. The first is for beginners, and the second for more advanced pupils. They were prepared by Edward Brooks, A. M., Mathematical Professor in the Lancaster County Normal School, and they are good books. Our schools should give more attention to mental arithmetic,—and now that there is a good supply of suitable text-books, there is no excuse for neglecting the subject.

ANALYTICAL ARITHMETIC; an Introduction to Normal Arithmetic. Designed for beginners. By Silas L. Loomis, A. M. Philadelphia: J. B. Lippincott & Co.

Prof. Loomis has prepared a very good book on a plan somewhat new. He constantly combines the mental and written operations—devoting one half of each page to Mental Exercises, and the other half to Slate Exercises. The work is small, but contains many good exercises.

APPLETON'S NEW AMERICAN CYCLOPEDIA The seventh volume of this valuable work is published. It contains 787 pages, and ranges from Edward I. to Fueros. We believe this work fully meets the expectations of its friends and the promises of the publishers. It contains an immense amount of useful information on every class and variety of subjects. We hope to see the day when the pupils in all our schools will have access to the rich stores of knowledge to be found in these volumes.

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These volumes are a part of the "Household Library," published by Sheldon & Co., of New York, and advertised in this number. They are beautiful little volumes, and admirably fitted to interest and instruct the young. They will be excellent books for school libraries. They are published in a very attractive style. The titles of the several volumes may be seen by referring to the advertisement of Sheldon & Co.

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